

## CHAPTER I

### INTRODUCTION

This chapter discusses the background of the study, the research questions, the purpose of study, the significance of the study, the scope and limitation, and the definition of key terms.

#### 1.1 The Background of the Study

Listening is a vital skill in learning foreign language. It requires not only to hear what the speaker is saying but it also expects us to understand those spoken information. Bozorgian (2012) claims that half of our daily conversation and three quarters of classroom interactions occurred through listening activity. Then, teachers can use this condition to develop other language skill, such as speaking skill (Rost, 2011). It happens because listening delivers some information that can be used to communicate with others. If students can decode the information correctly, they will make an appropriate respond to that information. Therefore, when we understand spoken language by listening, we can easily improve the other skills and increase confidence.

Learning listening is not easy. It could be a simple activity but we will find it more complex when we listen to foreign language, especially English (Andrade, 2006). Holden (2004) defines listening as an active process which requires mental effort to interpret the spoken information. Students need to understand the vocabularies and grammar and infer the intonation to know what is going to talk about. Then, “the more learners listen, the more they are exposed to language” (Kassem, 2015, p. 1). The availability of listening material is also important for listening exercise. Students do not only need the books but also audio. Hence, the

existence of listening material along with the preparedness of students will enhance students' listening ability (Adnan, 2015).

Unumeri (2009, p. 19) argues that “perception refers to the process by which we form impressions of other people's traits and personalities”. This definition of perception can be connected with the relation of teachers' perception toward their teaching practice. The study by Hansen (2016) has proven that teachers rate higher toward attractive students rather than less attractive students. The other study conducted by Eggen & Kauchak (2001) find that certain teachers' attitudes and perceptions are essential for the success of teaching process. They also stated that teachers' perceptions will determine their teaching practice and have an impact on students' achievement. Therefore, “teacher perception is important to be learnt because it influences in making decisions about streaming, course content, examination, entries and coursework marking” (Hansen, 2016, p. 392)

Numerous researches about teachers' perceptions have been conducted, for example:

Jarem (2014) conducts a research entitled “*Secondary English Teachers' Perceptions and Expectations of High School Athletes*”. The data was collected by interview to explore English teachers' perceptions toward writing abilities of their student-athletes. The participants were four English language teachers in Florida. The result revealed that teachers have same perception for their student-athletes and non-athletes writing abilities. They did not give student-athletes both constructive or destructive opinion for their writing.

The second research was conducted by Martinez (2010) with the title *“Does Race Matter? How High School Teachers Perceive Students’ Ability and Behavior”*. The purpose of this research was to know the teachers’ opinions about white verses non-white academic ability and behavior in the classroom. The participants were eighteen teachers from two South Bend public shigh schools, Indiana. The findings of questioners proved that teachers have dissimilar perception between white and non-white students for their academic and behaviour. They argue that non-white students have more behavior problems than white students. Then, the white students are smarter than non-white students. However, other teachers stated that race did not have an impact on students’ behavior and academic ability. They stated that social class and parents’ involvement with their children are the important factor.

Mirani & Chunawala (2015) conducted a research entitled *“Teachers’ Perceptions of Dealing with Mixed Ability Classrooms”*. This study used semi-structured interview and classroom observation to estimate teachers' thought in combining quick learners and slow learners in the same classroom. The participants were twelve secondary school teachers in three urban schools of Mumbai. The study found that teachers concern about the issues in mixed ability classroom. They also obtained several classroom strategies to manage mixed ability classrooms. However, they considered difficult to implement their strategy because of some problems such as: limited time, extensive syllabus and huge class size.

The researcher already discovers some studies related to the problems in listening. As stated by Bloomfield et al (2010) listening considers difficult

because of some factors. They are the characteristics of listener, passage, and testing condition. This finding confirmed by Walker (2014). Walker considers that the listening becomes the one of most demanding task which is confronted by the teacher. Gilakjani & Sabouri (2016) also stated that the problem in listening happens because both teacher and school ignore the importance of listening. Thus, it will influence on students readiness in learning listening.

Considering those backgrounds above, the researcher is attracted to explore the perceptions of English teacher on students' listening ability because the researcher wants to identify the involvement of teacher in students' listening ability. Therefore, the researcher would like to conduct further research entitled "Teachers' perception about students' listening ability at SMA Panjura Malang"

### **1.2 The Research Question**

Based on the background of the study that mentioned above, the research question stated as follows:

What are the teachers' perceptions on students' listening ability at SMA Panjura Malang?

### **1.3 The Purpose of Study**

The purpose of study is to know the teachers' perception about students' listening ability at SMA Panjura Malang.

### **1.4 The Significance of the Study**

The significance of the study stated as follows:

### **English Teacher**

The findings of this study can be an overview in teaching listening for high school students. Then, it can also become a self reflection for English teachers that their decision in designing listening activity is important in forming students' listening ability

### **Candidate Teacher**

This study can be an information for candidate teacher to deal with various students with different listening ability. They also can use this result to know the problems that they may encounter in teaching listening.

### **Headmaster**

The results of this study can inform the headmasters that their students' listening ability are created based on teachers' perception in deciding teaching practice. Therefore, the headmasters should care about their teachers' practice in listening activity to have good students' listening ability.

## **1.5 The Scope and Limitation**

The scope of this study focuses on investigate the teachers who teach English on the twelve grade at SMA Panjura Malang. Meanwhile, this study is limited to teachers' perceptions on students' listening ability.

## **1.6 The Definition of Key Term**

1. Perception : “refers to the process by which we form impressions of other people's traits and personalities” (Unumeri, 2009, p. 19). In this research, perception means the teachers' opinion based on the experiences of teaching.

2. Listening ability : In this research, the listening ability is defined as the achievement in decoding information from spoken language.

